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others suffers from an astonishing obscurity of style and unskilful presentation. The trail of the German "Pedagogik" is over it all.

In the chapter on method the place of imagination in science teaching is discussed; "children, primary teachers and poets" are encouraged to use a certain amount of license. It is amusing in view of recent controversies to see Mr. Burroughs figure as an example of the imaginative school of nature students.

There is a very full list of books which serve as an aid in science teaching.

R. H.

EVOLUTION

Lotsy's Theories of Descent.[1]— This book is a series of twenty-one lectures delivered to students at the University of Leyden and designed "to awaken a desire for the investigation of questions relating to theories of descent." This aim it is well adapted to fulfil. The scope of the book is wide, and the discussions, while necessarily not exhaustive, never fail to be stimulating and to give the reader a view in perspective of a large part of the field of evolutionary thought and investigation. This is true in particular of the newer aspects of evolution, concerning which most of all a book of this sort was needed.

Lectures 1 and 2 are introductory in character. In them are discussed the limitations of evolution, the fact that it cannot explain everything, the beginning of the universe being quite beyond its sphere. The relation of science to religion is discussed and the absence of any real conflict between the two is shown; the ultimate questions of being and of consciousness are found to be beyond solution either by science or by religion. Lecture 3 deals with the origin of the earth, the newly discovered transmutation of one element into another, the origin of life and the fact that among organisms as among the elements one form may give rise to another. The dependence of organic form upon two sets of factors is noted, one set internal, the other external. Lecture 4 is devoted to the external factors or "morphogenic stimuli," such as light, heat, pressure, chemical composition of surrounding media, etc. Lecture 5 deals with adaptations and theories as to their origin, whether internal or external. Lectures 6 to 11 are on heredity. Spencer's comparison of heredity to regeneration of a broken crystal is shown to be incorrect by the fact of heteromorphosis among organisms. Nägeli's idioplasm theory and Weismann's germ plasm theory are shown to have been important as forerunners of the still more important ideas of de Vries, though all of these were anticipated in part by the work of Gregor Mendel. One of the lectures on heredity is devoted wholly to an exposition of Mendel's law (of alternative inheritance); another to variation curves, particularly to Galton's pioneer work in this field; another to filial regression, under which head are discussed the divergent views of Galton and Johannsen on regression, and the part played by the ancestors in the laws of heredity of Galton and Mendel respectively. In the final lecture on heredity the nature of the gametes (sex-cells) is shown to be the crucial question with theories of heredity, since in the gametes are contained all the internal factors of form. The phenomena of atavism, reversion, and latent inheritance (cryptomery, Tschermak) here come up for consideration.

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[1] Lotsy, J. P. *Vorlesungen über Deszendenztheorien mit besonderer Berücksichtigung der botanischen Seite der Frage. Teil I.* Jena, Gustav Fischer, 1906. 8vo, xii+384 pp., 2 pls., 124 text-figs.

Lecture 12 deals with the vexed question of the inheritance of acquired characters, which the author answers with a qualified affirmative; Lecture 13, with discontinuous variation as illustrated in the varieties of canary-birds, pigeons, and poultry, and among plants by numerous cases taken mostly from the works of de Vries and Korshinsky. Then follow two lectures devoted to the mutants of de Vries. In the next six lectures is given a historical survey of theories of evolution up to the time of Darwin, with a brief account of Darwin's life. In a subsequent volume the author proposes to discuss the Darwinian theory and the post-Darwinian literature.

The volume already issued is a marvel of prompt publication admirably done. The preface is dated September 11, 1905, and the plates contain half-tone illustrations made from photographs taken in September, 1905. Three months later the finished work is delivered in America, yet no evidence of haste is seen in the execution of the work; it is up to the usual standard of Fischer's publications, which statement in itself is sufficient praise.

W. E. C.